

Sacramento City Unified School District  
**Board of Education Meeting**

**September 17, 2020 Public Comments**

Name	Elizabeth Guillen
Comment:	

Community Member

9/17/2020 11:41:25 AM

Sacramento City Unified School District  
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Name Alina Cervantes

Comment:

Our children deserve a distance learning agreement in place now. A number of the

[REDACTED]

SCTA bargaining team publicly told our parent group Parents United to Restore Our Schools that one sticking point was around recorded lessons being required vs based on

[REDACTED]

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Name Carl Pinkston

Comment: The Community Priority Coalition recognizes that this is hard work but firmly believes that it is harder for parents/caregivers that have to navigate the system.

[REDACTED]

Agenda Item:  
9.2 Learning Continuity and Attendance Plan Adoption

[Redacted content]

[Redacted content]

**Coalition for Students with Disabilities**

**Public comments for Sept 17, 2020 SCIISD Board of Education meeting**

[Redacted]

**9.2 Learning Continuity and Attendance Plan Adoption (Vincent Harris and Steven Ramirez-Fong)**

Joint public comment on behalf of Coalition for Students with Disabilities by Angie Sutherland, Alison French-Tubo, Renee Webster Hawkins, Sarah Williams Kingsley, Angel Garcia (sharing our time)

On Tuesday, the entire Special Education Community Advisory Committee was finally presented with an overview of the District's Learning Continuity and Attendance Plan. Sadly, there was minimal explanation or discussion with input from parents on goals for students with

[Redacted]

lack a Distance Learning MOU, the result is that our students with disabilities are deliberately deprived of the services required by their IFP and federal law. Practically speaking, this leaves

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students and families in the area in high crisis. Without the needed services, children are

[REDACTED]

September 17, 2020

Superintendent Jorge Aguilar

Lisa Murawski SCUSD Board Area 1

Sacramento City Unified School District

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Christina Pritchett, SCUSD Board 1st VP, Area 3  
Via email

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While we recognize and agree that “one size does not fit all,” it is very troubling that many parents still do not have a basic understanding of the expectations for their children’s schools and how best to support

[REDACTED]

them in distance learning— from daily schedules, weekly communications, making up synchronous lessons, and discipline for not being able to log into synchronous lessons at the teachers’ schedule.

Some glaring examples:

- Families of students with exceptional needs still not knowing when their students’ IEPs will be revised to reflect the changed learning environment. (See more below.)
- Families of English learners do not understand why changes are being made to their schedules that are harmful and provide lesser opportunities to learn than were previously provided as in the

[REDACTED]



- how ELs will receive regular instruction during core coursework
- how ELs will be assessed for reclassification

## 2. Students with Disabilities

The timeline for revising student's IEPs should be stated. We request that the District report at each

[REDACTED]

Cc: Rose Ramos, Chief Business Officer  
Christine Baeta, Chief Academic Officer  
Tu Moua Carroz, Instructional Assistant Superintendent  
Olga L. Arellano-Simms, Instructional Assistant Superintendent  
Mona Haddad-Vargas, Instructional Assistant Superintendent

